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ABSTRACT

This book describes how to establish a Cultural Exchange Program in a school. The Cultural Exchange Program is a partnership between special education students and teachers, regular education students and teachers, and the community. The program involves a member of the international community visiting the school approximately once a month. Before the visits, students learn about the speaker's country, prepare welcome signs, name tags, food, and a list of questions to ask during the presentation. During the visits, students have an opportunity to talk with individuals from other countries, learn different cultures, lifestyles, and become familiar with some of the traditions practiced abroad. After these visits, students work with mentors learning the writing process and writing skills through assigned projects about the speaker's country. Sections of the book include: (1) "The Cultural Exchange Program"; (2) "What the Students Say About Cultural Exchange"; (3) "Communications and Public Relations"; (4) "Specific Lesson Plans for Cultural Exchange"; (5) "Brief Overview of the Writing Process"; and (6) "An Example of a Cultural Exchange Unit." (EH)

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Cultural Exchange

An interdisciplinary, whole language, inclusion program for teaching social studies, English, understanding and tolerance.

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In-service and Consultation Information

Michaeline Klob and Kimberly Michaels, the developers of the Cultural Exchange program, are available for in-service or consulting at your school or university. They will work with you to create a presentation that fits the unique needs of your school. They are available for various faculty in-services, consultations (if you are starting your own program), or presentations on the college level for education students or faculty.

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The Cultural Exchange Program

Overview

The Cultural Exchange Program is a partnership between special education students and teachers, regular education students and teachers, and the community. The program involves a member of the international community visiting the school approximately once a month.

Before these visits, students learn about the speaker's country, prepare welcome signs, name tags, food, and a list of questions to ask during the presentation. During these visits, students have an opportunity to talk with individuals from other countries throughout the world, learn different cultures, lifestyles, and become familiar with some of the traditions practiced abroad. After these visits, students work with their mentors learning the writing process and writing skills through assigned projects about the speaker's country. The final projects are published in book form.

Regular education students hand-picked from the school serve as mentors, tutors, friends, and work partners to each special education student involved in the program. Mentors are not selected solely on the basis of their academic abilities. Foremost in the selection process is how each mentor will be able to work with special education students. Primary considerations are ability to work with peers, to empathize with others, to demonstrate patience, to role model appropriate social behaviors, and to work cooperatively.

The following book contains much of the information you will need to begin a Cultural Exchange program at your school.

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Buzz Words of Cultural Exchange

Cultural Exchange incorporates into one program many of the current trends for which educators today are striving:

inclusion

cooperative learning

tolerance

multiculturalism

interdisciplinary

ownership

respect & responsibility

community involvement

team teaching

thematic units

heterogeneous grouping

writing process

peer mentoring

social integration

global awareness

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What the Students Say About Cultural Exchange

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6th Grade
Special Education Student
Classified ED

I thought Cultural Exchange would be boring, but after the first guest I thought it was great. The best part of it was the week before the guest arrived. We had to make a sign so that we would make the guest feel welcome. That way they would want to come again and recommend us to people from other cultures.

Cultural Exchange was different than what I thought it would be because I though it would be boring. It was fun and you get to learn new things about other cultures. Every speaker that came taught us something new about his or her culture.

My mentor was Nick and he was an eighth grader. I recommend that when you pick your mentors, you pick someone with a good attitude toward their younger partner and life. That way you have a good group of two people. I think it would be better if you have no more than three people in a group. That way you will have a good group that will get the work done.

The best thing between my mentor and I was the way we stuck together even outside of Cultural Exchange. I was new to the school and I had a rough year. I stayed in I.S.P. (In School Planning) and in deep trouble for most of the year. My mentor told me that he was the same way when he was younger. That helped him understand why I was in the office so much. He would come to talk to me about what had happened if I ended up in the office. He always gave me lectures and good advice. He took care of me all year and I rewarded him with lots of the Snickers bars I earned over the year. We ended up being good friends.

In Cultural Exchange I learned that when you have a guest speaker come, you should be courteous and not fool around. When we had a guest speaker come in we learned the population of that country and what the lifestyles were like for them. In fact, did you know that when you break the law in Haiti that you will be taken to a reserve in the dry land and you will be put to a year of hard work? That sentence was for minor crimes. Also, the assignments in Cultural Exchange helped you with your writing skills - like writing paragraphs. The class even improves your social skills such as manners.

I very highly recommend that you give Cultural Exchange a try. I also recommend that everyone treat the guests and each other with high standards of respect. It is a great experience to learn more about the world and still have a good time. P.S. I have improved my social skills, behavior, writing, and my attitude in school.

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Cultural Exchange

6th Grade
Special Education Student
Classified LD

I thought it was go to be boring at first and I wasn't going to have fun in it. Then I realized it was getting to be more fun and I started having a good time making food for our guests. I started having fun learning about their culture. I liked learning all about their childhood.

Now it is much better than I thought it was going to be. Every time I went to Cultural Exchange, it got better and better. I had fun making the books for our class. We had a full professor that taught us about Egypt. She was the first woman to get a doctoral degree in her country, Egypt. She was cool because she took karate with her family in her spare time.

We also had a guest for Cultural Exchange from Brazil. He had played soccer there and swam with dolphins at the beach by his home. There was a Cultural Exchange guest from Haiti. He told us that he and his brother shot a man in the eyes with a toy squirt gun to get his hot patties for their dinner. He lived in a clay house with a thatched roof. He lived in a small, three room home by a creek. There were ten kids in his family and they had to sleep on the floor. At Christmas, they never had snow and only got an orange for a present.

I had a mentor named Jay and he was a great mentor for me. He was good for me because when I got down he would pick me up and help me get the work done that we had to do. We had fun making the books.

My mentor and I even did stuff outside of Cultural Exchange. We played travel baseball on the same team. We won second place in a Trumansburg tournament and we won third place in the Lansing tournament. We also played football to together.

I learned many things from our guests in Cultural Exchange. I learned that some places don't have the same holidays as we do. Instead, they have different kinds of holidays. I learned that all of them don't eat the same foods that we do. Some might eat seaweed wrapped around rice and tuna fish and we don't usually eat that. Also, some people don't have the same writing that we do or even the same letters. One of our guests came from Brazil where everyone gives a kiss on each cheek when they see someone. Our guest said she had scared some people because they didn't know what she was doing. They thought she was weird or something. Another guest came from India and there they bow when they see someone. It was just another way of greeting someone differently than we do.

My mentor also helped me learn how to write long stories. He showed me how to use the books we had to use - like the atlas and almanacs. I also I earned how to act better and nicer to our class and guests. Whenever I would get upset or angry I learned that I had to stop and cool down instead of taking out my anger on someone else. I also learned that you need to pay attention because the guest may catch you off guard with a question and you will be way off the subject.

I recommend that Cultural Exchange would be really good because from my point of view it is really fun and you might learn about some places you would like to go when you grow up. It also helps kids to learn manners and how to write better.

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Cultural Exchange

6th Grade
Special Education Student
Classified LD

Cultural Exchange is Fun for Kids

I was thinking that Cultural Exchange was going to be very lame. I was wrong. It was the best tenth period I had. We had partners and we were in groups of two. It was a good idea because each of us did some of the work.

I was in fifth grade and I had an eighth grader for my partner. I wouldn't have gotten the help I needed to do the questions and make the article for the book without my mentor. I liked working with my mentor. She had a positive attitude. That is one thing you should look for in a mentor for the smaller kids.

I have learned lots of things from Cultural Exchange. One of the things I learned was about places other than the United States. Haiti and Egypt were two of my favorite countries because I liked learning about their writing. I also learned how to act with manners. We dressed up very nicely for our guest speakers, we made them feel "at home", and we learned to let our guest go first in everything.

My mentor was a big help. She did most of the writing. While she did the writing, I mainly thought about what was going to happen next. I came up with most of the ideas we wrote about. I'm not going to do that this year. I'm going to work hard.

I remember all the fun we had making the food for the guest speakers but be very careful and ask them what they can eat. Sometimes they can't eat what you can because of their culture and religion.

The number of people in your group is up to you, but I think you should stay with groups of two or three. You should ask some questions after the speech to make sure all of the kids were paying attention. I think you should start Cultural Exchange in your school because it is fun and kids are still learning.

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Cultural Exchange

6th Grade
Special Education Student
Classification MR

Before I was in Cultural Exchange, I thought it was going to be something where you played games and watched movies. I did not know that we had to have partners. I thought it was going to be fun because of the games and movies.

Cultural Exchange was not like I thought it would be like. It was fun on the first day I went there and every year it gets better and is more fun. I like it because you get to meet other people, see what they do, and see how they live and got to school. We learned about what they ate in their country, too. It was the most fun because we got to pick what we liked and then we got to make it all. Then we would serve it and eat it. We had to be careful what we served because we didn't want to waste our money on something that no one would eat. We had to be careful for people that were vegetarians or if they couldn't eat something because of their religion.

My mentor was an eighth grader. I was in fifth grade. She and I got into one little bitty fight, but we worked it out. We worked good together and always got our work in on time. We always got to do what we wanted to do - like making the flag or the banner to welcome the visitors.

I would see her talking to her friends. It was nice the way she talked to her friends. She would talk to me the same way. We always trusted each other. If she told me something that she wanted to get of off her back, she could always come to me. If I needed someone to talk to, she was always there for me. One of the best times was when we went to get a camera and had to take the guests around the school for a tour. We took a picture of them with me and my hair was sticking straight up.

I think the most important thing was meeting other people. The reason I like to meet other people and learn about other countries is that I get to learn about how they live. I also got to ask questions about the food in their country and the medical things in their country. Another thing that I learned was about manners. If you want something across the table, it is not appropriate to just reach across the table. We all were kind to each other and never said any mean things. We were nice to our visitors and tried to treat them like we would want to be treated. I also learned how to write better so that people could read it and how to skip lines so that we could make corrections before we did the final copy.

I would recommend other kids to do Cultural Exchange so that they can learn about other countries and tell their friends about it.

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Cultural Exchange

8th Grade
Special Education Student
Classification LD

I thought that Cultural Exchange was going to be boring. I thought that when the people came from the different country they were going to speak a different language so we wouldn't be able to understand them. I also thought that they would be bringing in food from their country for us to try. I was scared of trying the new food because I wasn't sure what would be in it.

Cultural Exchange was better than I thought it was going to be. It is better because we didn't have to eat scary, strange food. They did bring in some food, but it was not scary to try. It was real good. The Chinese dumplings were the best. They spoke English and they spoke some of their language and taught us what they had said. Cultural Exchange is really fun.

I had a mentor in Cultural Exchange and her name was Kristen. We worked on things together. The kind of assignments we worked on were reports, greeting cards, and stories. We would jot down stuff when the speakers said interesting things about their countries. We would put the notes we took down into our writing projects.

I didn't just see Kristen in Cultural Exchange. I would see Kristen every day. The reason why I would see her every day is because she would help me with my homework. Sometimes I would see her in one of my study halls and we would work on our projects. I think Kristen and I got along well when we worked on our projects.

The best memory of Kristen was when we were working on something together and we had to make it and she let me copy it for her. Another memory of my mentor is when she was feeling good and she gave me her candy. I liked when we worked on our project together. When I did stuff Kristen made me feel good about what I did.

I have learned a lot of important things in Cultural Exchange. Things I have learned about other countries are they have different religions, marriages, and food than we do. It has also helped me work better with people and showed me how to get along with my friends. I have learned not to speak when the guest speaker is speaking and to be polite. Last, Cultural Exchange helped me with my writing skills. Now I know that I should take notes and indent all of my paragraphs.

I think Cultural Exchange should be recommended for all kids around the world. The reason why I think it should be recommended for all kids is because people come from other countries can tell what it is like in their country. It could help kids if they ever went on vacation to that country or if someone came here from a different country.

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Cultural Exchange

9th Grade
Regular Education Student/Mentor

Cultural Exchange was one of the most memorable experiences in my life. It is something I will remember for the rest of my life, and it taught me skills I will use for the rest of my life.

I anticipated Cultural Exchange to not work, and I was a little apprehensive about working with special ed. kids in this type of atmosphere. It was a different atmosphere than just regular school and I didn't know how well the kids would respond to the people of other cultures. I didn't know whether they would find it interesting, etc. I, myself, wasn't sure about how the professors would be. They taught on a college level and this was not the level they were used to. They were also from different countries so I didn't know whether we all could relate to them or not.

My fears were put to rest once the program got underway. It was remarkable how we all responded to the professors and how the professors responded to us. They made it easy to understand and fun at the same time.

My role as mentor was challenging, but still a lot of fun. It gave me a whole new outlook on what a teacher's job was like and even made me respect them a lot more. The most challenging part of being a mentor was getting my partner to start working. I had to push him a little bit in the beginning. Once you got started though, he was great and he did most of the work all by himself. By the end of the project, I felt more like a partner to him than a mentor.

This was also the most satisfying part about being a mentor, working with the kids. It was so great to see these kids on a different level and seeing the stereotype people have placed on special ed. kids for a long time, (that they're all stupid, can't be taught), shattered. I liked seeing these kids get up and go. I looked forward to working with them every week.

Cultural Exchange taught me many skills I will use for the rest of my life - mostly working and interacting with people. It taught me how to perform in front of a group and most importantly it showed me what I want to do with the rest of my life - teach. Cultural Exchange gave me just a little taste of what being a teacher is like and how frustrating it can be, but also how satisfying it can be. Working one-on-one with a student and noticing that you really made a difference was extremely satisfying.

Cultural Exchange is one part of my life I will always remember. I can't think of just one most memorable moment that really stands out in my mind because all of it was just really good. I think Cultural Exchange is a program every school should have in place in their special education department. It is a very helpful program that everyone can benefit from - whether they are a special education student or a mentor. Think about it.

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Cultural Exchange

9th Grade
Regular Education Student/Mentor

I thought Cultural Exchange would be about just tutoring kids on things that they didn't understand. What really ended up happening was we had speakers come who came from other countries that now live around here. We would ask them questions about their country and then we would later have a book published about that country. (We also got to take a break and eat food!)

The most challenging thing about working with my student was saying things that would be offensive to her but not to me. Also another hard part about it was when they asked you a question that you weren't really sure about and then trying to explain what you knew to them. On the other hand, the most satisfying thing about working with my student was when I tried to explain something to her and she would understand.

My most memorable experience was when my student came into Cultural Exchange tenth period pretty upset about something and I helped her through it without knowing what the problem was.

Something that I learned about being in Cultural Exchange is that there are a whole bunch of people that are the same age that have a variety of different ability levels. Another thing I learned was that some things that you say to your best friend might not be appropriate to tell your student, or it might offend or hurt their feelings.

I think Cultural Exchange is a great program. It helps people with different ability levels bond and mingle while you are also learning things about other countries and life at the same time.

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Cultural Exchange

9th Grade
Regular Education Student/Mentor

Hi, I'm writing to tell you about my thoughts, experiences and feelings of the Cultural Exchange Program. I am presently in ninth grade, and I have been in the Cultural Exchange Program since its first year (which was my seventh grade).

At first when I was informed of this program, I was a little bit afraid of being a mentor for other kids. I wasn't sure how to act or be, but I soon found out that I had the most fun being myself. I was also informed about having to work on projects, write stories and having to put forth a little extra effort, which at the time didn't really sound worth it. But on the other hand, I felt very fortunate and lucky to have been asked to participate in such an excellent working, learning, and most of all, fun experience.

Cultural Exchange turned out to be more fun than I thought, the idea sounded kind of boring and dull, but it was actually very fun. I felt great being a mentor, and it felt even better knowing that I was helping somebody else. It was really great to find out things about different people from other countries and places in the world. I learned a lot about other countries, their cultures, ways of life, and in general about the people living in them.

Being a mentor was a great experience. One of the best feelings is to know that you're needed, and it was great to know that my partner needed me in this, and that I needed them. I learned more about having patience, and more about being a friend, which to me is the big thing. I made friends with my teachers, my fellow students, and most of all, my partner.

My most memorable experience in Cultural Exchange was from the first year when we got to go to Ithaca College and met a group of speakers and got to eat at a fancy restaurant. Once again, I think that the Cultural Exchange program was an excellent experience and what I learned from it, reflects who I am today. I would recommend this program to other schools, not only to learn something new, but to make some new friends also. I enjoyed it very much and miss working with this program.

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Communication and Public Relations

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Start-up Activity

Prior to actually beginning the program with the students, a "kick-off activity" was planned for all professionals involved in the program (speakers, administrators, organizers, teachers, etc...) We gathered on a Friday evening over light hors d'oeuvres and were able to accomplish a great deal. Aside from being able meet and converse socially in a relaxed atmosphere, we able to discuss:

1. Program rationale
2. Population and unique characteristics of students involved (both regular and special ed. students)
3. Anticipated student behaviors and reactions
4. Expected student outcomes
5. Clarification of previous correspondence (guidelines for presentations, outlines, etc...)
6. Expected program outcomes
7. Expected speaker responsibilities

A kick-off activity of some sort is **highly recommended**. An organized event will greatly increase your chances for success. Our occasion was very successful and provided an opportunity for open discussion, clarification of issues, and much needed public relations. Equally important, however, the activity cemented a personal bond and commitment between all professionals involved. Everyone departed with a better understanding of all aspects of the program, as well as a general feeling of excitement about the prospects ahead. Other possible start-up activities may include:

-meeting at a local establishment
-meeting and tour of school facilities
-presentation at speakers place of business
-reception with students at the school
-luncheon
-anything else you can think of!

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Welcome Letter

The following is a copy of an invitation/welcome letter to our speakers. You may adapt this as necessary for your program.

Dear _____,

First and foremost, we want to offer our sincerest thanks for sharing your time and experiences with us. We fully realize that each of you has a very busy schedule filled with both personal and professional commitments. Yet, you have made the time to include us so please feel free to call on us for anything that will facilitate your efforts. We are at your disposal.

A basic outline for presentations has been included. It is intended as a guideline for you and should not limit or preclude any information that you feel is relevant and important.

Being familiar with our student population, we have tried to focus on the material that will capture their interest. Our general consensus is that the students will have a keen interest in what "life is like" in your native country. They will want to know how families live, what people "do" there, what foods they eat, etc. Other issues, e.g. history and government, would be of lesser interest to them. However, we will cover these topics with the students prior to your visit.

The program will be a multi-disciplinary effort and will include a teacher of Special Education ( ), Social Studies ( ), and English ( ). A total of ___ students will participate. The group will be comprised of __ special education students and __ regular class _____ graders. The regular class students will serve as mentors to the special education students for all follow-up activities.

Prior to each participant's visit, the students will meet as a group to discuss the country and formulate questions of interest. Subsequent to each visit, the students will engage in follow-up activities focused on social studies skills and English skills. As we progress through the year, these activities will be compiled into a final format. (We will gladly share these with you at the end of the year.)

We look forward to this endeavor with great anticipation and hope you are as excited as we are! Again, thank - you for your time and hard work. Let us know if there is *anything* you need. Feel free to call any one of us at school (-) or _____ at home (-).

P.S. The kids (and teachers) are greatly interested in food! If you would like to share a sampling of your native food with us - please let us know of anything we can do to help .

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Outline for Speakers

I. Pathway to U.S.

- a very brief personal introduction to explain how and why you have come to live in the U.S.

- what attracted you to remain in the U.S. - in terms of comparisons to your native land

- what you miss most about your homeland relative to life in the U.S.

II. Family structure

- traditional role of different members - living arrangements, e.g. extended family live together, grandparents nearby?, etc.

- role and considerations of child in family and society as a whole, e.g. birth control as a societal issue, child care in the society, etc.

III. General picture of everyday life

- possibly outline a "typical day" - getting up, what is eaten for breakfast, how one gets to work, hours for work/school, etc.

- what do people do for entertainment, recreation, national pastimes, etc.

- how economics effects daily life for people - how much does it cost for food, entertainment, housing, etc. Further possibilities - currency, exchange rate, etc. (Fun approach - how much would it cost to eat at McDonald's or Pizza Hut in your native country?)

IV. Education

- general picture of education from primary through post-secondary schooling (free public education for all?, what ages are mandatory for school attendance, structure of public schools, public vs. private education, school size, class size, graduating class size)

-days per, week

-hours per day, yearly calendar

-requirements

-athletics

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Setting up your first Speaker

There are many logistical considerations to be handled before the speaker presentation. Communication of responsibility and actual handling of these details will vary according to your situation. For us, we were responsible for handling all preparations. Below is one example of how we communicated the arrangements we made with our administrators.

Memo
To:
From:
Re: Cultural Exchange Speaker
Date:

Our first visitor for the Cultural Exchange will be here on _____. Rhakib Zaman will be talking with our students about his native land, Bangladesh. He will present during _____ period(s).

Arrangements have been made with the librarian to reserve the library _____ periods. This will allow us time to set up any needed materials, etc. and then hear his presentation.

As planned, _____ and _____ will need to be present during the presentation. Thus, they will need coverage for the following periods: _____

Prior to Rhakib's visit, we will meet with the students involved to prep them on Bangladesh. During this meeting time I will also make sure that all kids have a pass to excuse them from their scheduled class - and they will be reminded that they are responsible for any work missed. Finally, the kids will also come up with a pool of questions for our guest. Follow up activities (writing and social studies) will be held during the weeks following the presentation.

Just as a reminder, we will break part way through the presentation for refreshments. Hopefully, our guest will share a native sample of food, and we will provide some of our own. I will be asking the cafeteria if we may borrow refrigerators for storage.

Hopefully, all will go well. If you think of anything I've missed - please let me know.

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Cultural Exchange

Teacher Notification

Notifying teachers that the students will be missing from class will go a long way toward preventing unpleasant situations with your colleagues. The following is an example of a note that may be used to notify teachers. These are given to the student, and he/she is responsible for completing the communication.

_____ __, 199_

Dear Teachers,

Please excuse _____ from class on _____. As a member of the Cultural Exchange Program, he/she will be participating with the group during _____ period(s).

All students realize they are responsible for any work missed during this time.

Thank-you,

_____

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Thank-You Notes and Accolades

An important part of developing your relationship with speakers, teaching social skills to your students, and maintaining positive public relations, means **writing thank-you notes**. On the following page you will find an example of an accolade we sent to speakers and their administrators. Below, you will find the student's contribution.

As part of the writing projects associated with each speaker, the students always write a thank-you note. It is printed on an appropriate card, signed by the whole class, and mailed to the speaker.

Below is a copy of an actual letter our students produced:

Dear Bianca and Walter,

We would like to thank you for coming to our school and talking about your country and life.

We really enjoyed your whole presentation, but we will point out some things that we really liked. We liked how you talked about both your life in Brazil and America. We really enjoyed your video and how you talked about all of the different sports there are in Brazil. Mostly, we liked when you talked about the holidays and the candy!

The two things we liked best about your presentation was when you explained your first visit to Ithaca, and how you were still used to Brazilian customs.

Once again, thank you for coming and sharing with us. We hope to see you again.

Thank-you,

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Dear _____:

We would like to take this opportunity to extend our sincerest thanks to _____, and in particular to _____. Since September, members _____, under the direction of _____, have participated with staff and students from _____ School in a Cultural Exchange program.

The program was a cooperative effort by both schools to benefit the needs of students. Throughout the year, the special education class students and their assigned regular education mentors were visited by members of _____ from _____.

During the visits, students learned of cultures, customs and geography unique to their own country. The experience was an incredible success. Moreover, students were provided with exceptional opportunities to learn and practice many social skills. These skills were especially well-tuned and visible during our culminating visit to_____.

The program was very time intensive and required a great deal of effort by _____. They went above and beyond the call of duty -- preparing native foods, bringing in personal possessions to share, and preparing lengthy outlines of data relevant to their homeland, e.g., geographical data, political data, etc. The benefits for our students are immeasurable.

Within our school, students speak of _____ and share the experiences with their peers. Many more students are anxious to join the program because of its resounding success. Our students feel a great sense of pride in interacting with _____. After each visit and lecture, they put together a book on each country -- its features and facts. We are now having them bound for others to see and use. This is an additional benefit to our kids as it is enhancing their thinking and writing skills. There is something quite remarkable when you look into the eyes of our students as they see their written work published.

This whole experience has far exceeded our initial expectations. We would like to formally acknowledge and offer our heartfelt thanks to _____, _____, _____, _____, and _____. Also, a special thanks to _____ for his/her extensive work in coordinating events throughout the year.

Our culminating activity. which included a tour of _____ and a formal luncheon at _____ (with the speakers) was a real treat for our students. You have made a wonderful difference In the education of our students.

We look forward to a continued association with you next year. Again, we would like to thank you and _____ for helping to make the 199_-9_ school year a most beneficial and memorable one for those of us at _____ School.

Sincerely, (signed by coordinating teachers, principal and superintendent)

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Culminating Activity

A culminating activity was planned for the end of the school year. The occasion was designed to provide:

1. An educational experience for the students.
2. A social occasion (for enjoyment **and** learning).
3. An opportunity for professionals and students to interact socially.
4. A time for evaluation and closure of the program to date.
5. An opportunity for the students to share their published books with the speakers.
6. To set the stage for continuing the program next year.

Again, we **highly suggest** planning a culminating activity of your own. Our activity consisted of the students spending and entire day as guests of the university where our speakers were on staff. The day combined social activities with educational presentations and tours. You can tailor your culminating experience to the specific characteristics of your group.

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Specific Lesson Plans
for
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Preparation

These lessons include a variety of activities that may be used to accomplish the lesson's objective. Most often we used a combination of options for each speaker.

Lesson 1

Objective: Familiarize students with country.

Options:

-Read students a story or folk tale from the country

-Locate country on the world map

-Find and examine country's flag, national flower, etc...

-Give students outline of information about country and go over, either as a class, or in small groups

-Talk to students about interesting aspects of the country (ie. How women are treated, recent political events...)

-Read recent newspaper articles about the country

-Go to library and find information about country

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Lesson 2

Objective: Prepare for speaker.

Options:

-Create welcome signs, country flag, map, etc...

-Create name tags for students and faculty

-Decide on food to be served

-Brainstorm questions to ask speaker

-Assign mentor/student pairs questions to ask

-Go over proper social behavior and expectations for presentation

-Students dress up on presentation day

-Make platters, food, etc... to be served

-Prepare/set up room for visitor

-Assign students to greet speaker and take them on a tour of the school

-Notify teachers of student's attendance at presentation

-Notify administrators of presentation

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Presentation

Lesson 3

Objectives:

-To provide a multicultural experience for students

-To provide social studies and English activities in a non-traditional way for students

-To provide students an opportunity to learn about a different country

-To provide a positive relationship between our school and the community

-To provide a setting for students to learn appropriate social behaviors and skills

Lesson:

-Students sit next to their partner during the presentation

-Students help organize the room, food, signs, tags

-The speaker is introduced

-The speaker spends approximately half the allotted time talking and sharing with the students. Most often the speaker brings items from their country to share as well.

-A break is given in which students and faculty mingle and eat

-The speaker resumes his/her presentation

-Questions are asked

-The speaker is thanked by the students

-Teacher takes notes during presentation

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Projects

Lesson 4

Objectives:

-To involve students in the writing process

-To improve writing skills (spelling, grammar, punctuation, organization, style, etc ...)

-To improve knowledge of the specific country

-To teach students how to organize and write in different genres

-To provide a way to respond to the speaker/presentation

-To provide a tutor relationship for students

-To promote a greater understanding between special education and mainstreamed students

-To extinguish stereotypes of special education students and programs

Materials:

-Typed outline of speaker's presentation (made from teacher's notes)
-Pens, pencils, highlighters
-Paper
-Folder for each mentor/student pair
-Copy of map of the country
-Writing assignment for each mentor/student pair
-Appropriate pre-writing sheet for each mentor/student pair
-Resource materials, encyclopedia, atlas, almanac, etc...

Lesson:

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This project may take 3 to 4 sessions to complete. Most instruction is done individually by either the mentor or teacher. In this book you will find an example of an actual unit from Bangledesh, as well as all the information you need for assigning writing projects, and utilizing the writing process. Specific project assignments are rotated, so that each pair of students is involved in a different genre of writing each time.

-Students begin by reading and understanding their specific assignment

-Students read through outline and highlight any information they may use in their project

-Students find other information they need through classroom/library resources

-Students pre-write using pre-writing sheet

-Teacher looks over pre-writing

-Students draft piece

-Teacher reads over draft, serves as conference partner, gives ideas, asks questions, etc...

-Students revise draft

-Students edit draft

-Teacher looks over edited draft, and corrects any mistakes not found by students

-Students write final copy on appropriate paper

-Teacher collects final copies and prepares book

-All students sign final copy of thank you letter, and it is mailed.

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Brief Overview of the Writing Process

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Steps of the Writing Process

Prewriting: Organizing your ideas. Use notes, charts, outlines, graphic representations, etc...

Drafting: Getting it down on paper. Skip lines, work fast, and don't worry about spelling or punctuation at this stage.

Revising: Making the content better. Re-organizing, adding, deleting, re-writing, etc...

Conferencing: Getting a friend's advice. Use the advice to go back and revise again.

Editing: Correcting mistakes. Fixing all the spelling, punctuation, format and grammar errors.

Publishing: Going public. Making a neat final copy and sharing it with people in some way.

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Cultural Exchange Assignments

Below is a list of the types of assignments students are given for each speaker. The assignments rotate throughout the year, so each pair of students experiences a variety of writing genres.

Report

Thank-you note

Newspaper article (about the speaker presentation itself)

Biography of speaker

Creative - coming to America

Creative - character in the country experiencing aspects of that country

Compare & Contrast essay

Assorted Essays (about: language, government corruption, crime, religion, treatment of women, money, food, or some other interesting aspect of the country)

Eye-witness account (about some special event in the country. For example, Brazil's Carnival or China's New Year Celebration)

Map

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Writing Process Sheet Samples

The following pages contain pre-writing forms for each of the type of assignments given in Cultural Exchange as well as revising, conferencing and editing forms.

Prewriting: Story

Topic or Title:

Beginning
What will happen? What details will you include?

Middle
What will happen? What details will you include?

End
What will happen? What details will you include?

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Pre-writing: News Article

Who?

Where? And When?

What?

What Else?

Information about the speaker:

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Pre-writing: Biography

age/year	What happened? What did they do?

Any other information you would like to include? Any interesting facts or stories about the speaker? Write them here:

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Pre-writing: Compare and Contrast

Take notes on this sheet using the outline from the speaker's presentation to compare things that are the same and things that are different.

	VS	

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Pre-writing: Essay

Using the outline from the speaker's presentation, and any other reference materials you might find helpful, take notes on your topic below.

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Pre-writing: Report

What is the country?

Where is the country located?

What is the population of the country?

What languages are spoken there?

What are the religions there?

What is the system for money there?

What is the capital?

What is the size of the country?

Who are the political leaders?

What type of government is used?

What are the major imports and exports?

What types of land formations are found there?

What type of climate is there?

What other interesting facts can you include?

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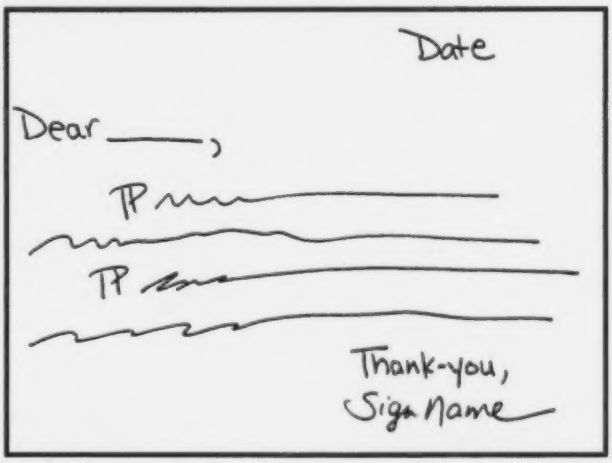
Pre-writing: Thank-you Note

What things will you thank him/her for?

What things did you enjoy?

What did you like best about the presentation?

Thank-you letters look like this:



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Revising

Nothing is the best it can be the first time around. Use this checklist to make your piece better. Take your time, read each item and do what it says. Check off each item as you complete it.

Author _____ Title of Piece _____

___ Mark three places where you show in your piece with a *

___ Mark any place where you tell. Put a capital T in the margin.

___ Find the part that is least important to your piece and cross it out.

___ See if you should move or re-organize anything.

___ Change your telling sentences to make them more interesting.

___ Does your title go with your piece? If not, change it.

___ Do you have an interesting lead? If not, change it.

___ What parts don't make sense or are unclear? Fix them.

___ What can be added to this piece to make it better? Add it.

___ Do all your sentences begin the same way? If so, change them.

___ Look at the verbs you use in your piece. Are they strong? Do they show something happening? If not, choose more interesting words.

I have revised this piece to the best of my ability. I took my time, checked each thing on the list, and made my piece better than before.

***Signature of Author*_____**

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Conferencing

Instructions:

1. Author - complete the top half of this form
2. Choose a partner and read your piece out loud to him/her.
3. Partner - complete the bottom half of this form
4. Author - make changes and improve your piece based on the feedback from your partner, then sign bottom of form.

Name of Author _____

Write down two questions about your piece for your partner. They should be questions that will help you improve your piece.

1.

2.

Partner's Name _____

1. Answer the two questions above
2. Mark the strongest part of the piece with a star. Why did you mark that part?

3. Mark the weakest part of the piece with a frown-face. Why did you mark that part?

I have taken this feedback from my partner and used it to make changes and improve my piece.

Signature of Author _____

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Editing

Author_____Title_____

____ I am editing with a different color pen.

____ My name, date and period are on my draft.

____ My title is NOT underlined, and the words are capitalized

____ Sentences begin with a capital letter, and end with the correct punctuation mark.

____ Every sentence is complete.

____ There are no run-on sentences (check for lots of "and"s).

____ I marked where paragraphs should be indented.

____ There are no missing words or parts of words.

____ I circled any words I wasn't sure how to spell.

____ I put quotation marks " " around what people say out loud.

____ I started a new paragraph each time someone new talks.

____ I used the correct punctuation for dialogue tags.

____ I capitalized proper nouns (names of things).

I have edited this piece to the best of my ability, and asked for help if I needed it. **Signature** _____

V - 13

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Publishing Your Cultural Exchange Book

"Illustory" kits can be purchased at most children's craft or toy stores. The cost is approximately $20.00 per kit, which will include *everything* you need to put together a hard-cover book.

The company address is:

Chermeric, Inc.
P.O. Box 102830
Denver, CO 80250-2830

Other publishing alternatives:

making hardcover books with cardboard, covers, etc...

binding books with plastic "ring" binders

binding books with traditional report covers

copying and stapling books

decorating a 3-ring binder which holds the books

desktop publishing

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General Material List

folders

name tags

paper

pens

highlighters

posterboard

markers, crayons

atlas

almanac

world facts book

encylopedia

dictionary

books about the specific country

articles about the specific country

writing process forms

"Illustory" kits or other publishing materials

food and food related items for presentations

decorations for presentations (centerpiece, tablecloth, etc...)

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An Example
of a
Cultural Exchange

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Before the Speaker Came

1. Found Bangladesh on a map.
2. Discussed basic facts of Bangladesh.
3. Read some articles about Bangladesh.
4. Developed a list of questions for the speaker.
5. Made name tags.
6. Made welcome banner.
7. Researched and prepared foods and decorations.
8. Set up for presentation.
9. Assigned students to greet guest and provide tour of school.

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Questions For Speaker

1. Are men and women treated differently in your country?
   If so how?

2. Violent crime is epidemic in the U.S. How does it compare to violent crime in your country?
   How are criminals dealt with?

3. Are there any national policies on population control in your country?

4. What are the main religions practiced in your country?

5. To what extent is religion a part of every day life in Bangladesh?

6. Are people discriminated against because of their religious beliefs?

7. What are the major problems facing your country?

8. What do you miss most about your country?

9. What is the economy based on in Bangladesh?
   primary imports?
   primary exports?

10. What does the government of Bangladesh do to prevent large numbers of casualties related to natural disasters?

11. Did you ever personally experience monsoons and the effects of monsoons?

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Speaker Outline from Presentation

BANGLADESH
(formerly Pakistan)

I. Size and Population
- 117 million people
- size of Wisconsin

II. Climate
- similar to deep South (Louisiana, Mississippi)
- very hot and humid
- greatly effected by monsoons
- rains for months at a time
- winter is very nice 45 degree low, 70's in afternoon

III. Economy
- average $300 per capita
- HUGE differences between rich and poor
  - rich have everything fancy cars, servants,
  - poor have nothing
- 90% of people are poor
  - live in huts, lucky to own boat
  - exist on rice and fish from river
  - live very simple life
- Cities are very affluent
  - beautiful, much like U.S. cities
  - but 90% of Bangladesh is rural

IV. Transportation
- mainly boats
- much water rivers everywhere
- on land, use "bullag cars"
  - like a rickshaw, bicycle w/ back seats
  - used largely in cities
- monsoons effect transportation greatly
  - no stony ground for road, bridge foundations
  - all land is delta, river base, etc. mushy when rains come, roads, etc. wash out nothing is left, have to start over

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- bridges, roads are built but must constantly be replaced

V. Language
- Bengali
  - spoken by 300 million people
  - spreads into neighboring countries
- English is taught in elementary schools
- all try to learn English

VI. Clothing
- Urban
  - cities very much like U.S. westernized
- Rural
  - based on practicality
  - wear shawls, sarongs. long skirts, white trousers
    - allows to "roll up clothes to cross rivers"
- Clothes are meant to allow for conditions not looks

VII. Education
- 35% of people are literate (can read and write)
- Schooling based on British system
- Public schools much like U.S.
  - same hours
  - same calendar except for holidays don't have holidays like Christmas
- Education is free through high school, but not common for all to go to school because population is so large and rural located away from schools
- Education is not paid for by taxes - no school tax
  - funded largely by private industry, when companies make something, profits from sales got to schools
  - largely aided by government
- Higher Education
  - college - go to school all year long, no breaks
  - very cheap, almost free
  - not a business, for profit as in U.S.

VIII. Religion
- 88.% Muslim
  10% Hindus
  2 % Christian, Buddhists, Jews, others

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- Muslim
  - 5 daily prayers
    - ◊ people are personally religious on a daily basis
  - Friday main congregational prayer day everything is closed on this day
- religion is not a formal part of government
- religious holidays
  - based on lunar months so dates change each year
  - 1 holiday after fasting period
  - 1 holiday for pilgrimage

IX. Crime and Justice
- very socially dominated by societal standards
  - will not tolerate child abductions, murder, car accidents, stealing
  - people will take it upon themselves to get the "criminal" and beat them
  - rarely gets to courts
- have courts and juries - many cases never get to court they are handled by the private citizens
- capital punishment for murder hanging
- theft is more common than murder

X. Cultural Activities
- aspect missed most
- very different,
- everyone is involved in and enjoys music, arts, poetry and literature
- during monsoons all devote much time to enjoying and creating **own** compositions then share

XI. Women in Society
- role of woman differs from family to family
- role often defined by economic class
  - rich ,educated and open to all professions very equal at home, the rich have servants to do all work in homes
  - poor, often must do traditional things caring or family, cooking, etc.

XII. Problems Facing Bangladesh
- Too many people
  - view solution as more education

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- Effects of water
  - rivers EVERYWHERE
  - monsoon season, June to October, constant rain
  - water is too scarce in the winter, too much in the summer
  - trying to get India to help control the water, India does not care and will not help at all
  - People have enough food, but not all modern facilities
    - affects health, etc.
- Transportation
  - waters wash out all bridges and roads
  - rebuilding does not help because water is not controlled
    - just wash out again
  - people walk and swim to towns
  - large rains can completely change directions of rivers
- Rich people are too spoiled - too much corruption
- Guns and crime in cities

XIII. Political Effects on Individuals

Dr. Zaman won a scholarship competition in his country and came to Cornell in 1966. At that time Bangladesh was part of Pakistan. In 1969 he finished his degree and returned home.

However, during the 1970's, problems arose in the government. Dr. Zaman was part of a group that formed Bangladesh after the revolution. As a result, in 1971 the army came to take him away. Luckily, he was able to get away, but many of his friends were caught and killed.

Dr. Zaman stayed in the U.S. for one year and then tried to go back to his homeland. Everyone had guns, his country was anti-American and he was considered pro-American. He was not welcome, even though he had helped in the revolution. After six months he decided to go to the U.S. The situation was very unclear and unstable. He was not certain of his safety in Bangladesh. Additionally, there was no medicine and people could only get food on the "black market". Staying in his homeland did not seem to be a wise thing to do.

Dr. Zaman has been in America ever since. He has a brother and two sisters still in Bangladesh. He is not able to see them. His father and mother died soon after he left. It is easy to see what Dr. Zaman meant when he said, "Life is not easy after a revolution." He has been without his homeland and his family since that time. He is not in America "by choice", but by necessity.

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Writing Project Assignments

1. News Article - Dan and Rodney
2. Report: Basic Information - Calvin and Doc
3. Education - Josh and Tom
4. Crime and Justice - Steve and Rob
5. National Problems - Jonathan and Tony
6. Rich vs. Poor - Zach and Peter
7. Creative: Monsoon - Aaron and Clea
8. Creative: Living in Bangladesh - Seth and Jessica
9. Thank-you letter - Shalina and Shannon

The following pages are the actual projects completed by the students. The projects were bound into a hard cover book.

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Speaker Visits Class

On November 23, 1993, Dr. Zaman of Bangladesh came to the Trumansburg Middle School to talk to students in the Cultural Exchange Class, Ms. Klob and Mrs. Michaels.

Dr. Zaman talked about the cultures and people of Bangladesh. The students ate food from Bangladesh and America. Dr. Zaman brought a painted screen, a carved figurine, and shawl for students to look at.

Dr. Zaman won a scholarship in Bangladesh and came to Cornell in 1966. During that period of time, Bangladesh was part of Pakistan. In 1969 he finished his degree and returned to Bangladesh.

During the 70's, problems arose in the government, and there was a revolution that made Bangladesh its own country. Dr. Zaman was part of a group that formed Bangladesh. Because of this, an army came to take him away. Luckily, he escaped to America, but many of his friends were caught and killed.

Dr. Zaman visited Bangladesh after the revolution was over, but for many reasons, it was not a good idea to stay.

Dr. Zaman has been in America ever since. He has a brother and two sisters still in Bangladesh. He is not able to see them. His mother and father died soon after he left, during the war.

Dr. Zaman said, "Life is not easy after a revolution."

by Rodney Brooks and Dan Kaplan

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Information on Bangladesh

The country of Bangladesh uses a parliamentary style of government. The political leaders are: Khalida Zia and the head of government and Ziaur Rahman as the head of state.

The languages that are spoken are, Bengali, Chakma, and Magh.

The capital is Dacca.

The exports are jute (used to make rope), tea, garments, and leather. The imports are food, grains, and raw cotton.

The land that makes up Bangladesh is limited. Bangladesh is mostly flat and wet. It is on a delta. The climate is humid and rainy.

The major religions are Moslem and Hindu.

Bangladesh is about the size of Wisconsin. It is 55,598 square miles. The population is 87,052,024. It is surrounded by India.

By Calvin Bailey and Doc Shufelt

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Education in Bangladesh

In Bangladesh the schools are much like the schools in the U.S. The schools in Bangladesh have the same hours. They go to school on the same days, except holidays. Education is free through high school, but not common for all to go, because the population is so large.

Education is not paid for by taxes, like it is in the United States. Schools are funded privately by large industries. When companies make something, some of the profits go to the schools.

When you go to college, you stay the whole year. College is cheap in Bangladesh compared to what it is in the U.S. College is not a business like it is in the U.S.

by Josh Bowers and Thom Pringle

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Crime and Justice in Bangladesh

The crime rate in Bangladesh is not as high as here in America. The people of Bangladesh do not like crimes like child abduction, murder, or car accidents. Abduction and murder are not very common, but burglary and stealing is common.

In Bangladesh, citizens find the criminals themselves and beat them up. There are police in Bangladesh, and a court system, but they are not used very often. In the United States, the police come get the criminal, put them in jail, and the courts system convicts them. In Bangladesh, the citizens deal with criminals themselves. In the United States, we do not find criminals ourselves and beat them.

In Bangladesh, there is capital punishment. In the United States, only some states have capital punishment, and it is not used very often.

As you can see, the United States and Bangladesh are very different in their crime rates and justice system.

by Steve Bell and Rob Farrell

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Problems in Bangladesh

There are two major problems facing Bangladesh. They are the effects of the water and transportation.

One problem is with the water. There are too many rivers that flood during monsoon season. Monsoon season is from June to October. During the winter, water is too scarce, and during the summer, there is too much water. Possible solutions might be to make a dam, or to have India help with the water control. Or have only one kid per family.

Another problem is the transportation. It is frustrating, because whenever they build a bridge, the river washes it out during monsoon season. It costs too much to constantly rebuild. And they can't build roads either, because the water washes them out, too. We thought of some possible solutions. Here they are: have a bike shop and boat shop. Have a big boat at certain hours to take lots of people across the river.

We hope Bangladesh finds some solutions to their major problems.

by Jonathan Knapp and Tony Robinson

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The Different Classes in Bangladesh

Bangladesh is neither rich nor poor. There is no middle class people. Everyone is either very rich or very poor.

The rich have cars. They also have servants to cook and clean. The poor have nothing. They live in huts. They have no servants. They cook and clean themselves. But they do more traditional things than the rich. The poor live near the rivers for rice and fish. The poor don't live in big houses, they live in tiny huts.

The rich are qualified for any kind of profession. They live in modern cities. They are too spoiled. Most of the population is poor. The poor are treated very badly.

by Peter Flemming and Zach Taggart

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The Monsoon

Anitab pushed his bowl of popcorn with molasses back. That was his breakfast every morning. He walked to the other side of his buffalo hide and stick hut. This kind of hut was very typical for Bangladesh. His hut was on the outskirts of Dacca. After breakfast, he rode his bike to school. Anitab is nine years old.

A monsoon hit Anitab on the way to school. The roads were very mushy and hard to ride on. Transportation was stopped. Anitab stopped at a store window to look at a T.V.

He found out that the whole country along the border was in ruins, under 115 inches of water. People were sloshing around in water up to their knees. Anitab started to walk home. The walk home was awful. He had to walk because his bike got stuck in the mud and water. His feet got stuck too, and he lost one shoe.

When he finally got home, he found, amazingly enough, that his house was still standing. There was only a couple of inches of land surrounding it. For dinner he went fishing from his front door.

by Aaron Milledge and Clea McKenna

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Our Life in Bangladesh

We moved to Bangladesh three months ago. We liked it so much we decided to stay. When we first moved here, we had to build a hut. We were so surprised that the main source of transportation was boats. So, as you can see, we had to build a boat. By then, we were full-fledged Bengali citizens.

On our first visit to the market, a man came up behind us and grabbed our mom's purse. Our mom turned around and yelled, "Thief!"

What happened next was surprising. All the people circled around the man and started to beat on him.

That night, while we were seated in the hut, we decided that we didn't want to be a part of Bangladesh, so we went back to the U.S.A.

By Seth Bailey and Jessica Golden

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November 30, 1993

Dear Dr. Zaman,

Thank you for bringing in the food. We enjoyed you bringing in the stuff from Bangladesh. The part we liked best was when you showed us all the stuff from your country.

Thank you very much,

Shalina LaBar, Shannon Barry,
and
The Cultural Exchange Class.

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